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ABSTRACT

This ethnographic study of 22 bilingual Mexican American fifth grade students in rural Texas examines which pedogogical techniques reduced students' risk of failure. Classroom instruction was based on Cummins' model of community intervention in which story-telling, dialogue journal writing, and bilingual dialogue between teacher and students figure significantly. Twenty-one books, written and compiled by the students in one year, achieved the following goals: they (1) conveyed the importance of writing, (2) developed fluency, (3) showed students that errors are integral to the learning process, (4) provided genuine communicative exchanges, (5) provided a daily reading lesson, (6) addressed individual needs, (7) developed a positive self-image, and (8) created a sense of success. Pre- and post-test scores on the initial reading inventory revealed achievement gain of three years during this one-year program. Students' statements of their future plans suggested that their self-esteem as bilingual students and their goal orientation had improved. Examples of the children's writing and drawing are appended. (CS)

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EMPOWERING MIGRANT CHILDREN: TALKING, WRITING, LEARNING

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EMPOWERING MIGRANT CHILDREN: TALKING, WRITING, LEARNING

Carolyn Kessler, Curtis W. Hayes, Robert Bahruth

That minority children experience school failure at extraordinarily high rates is well-documented for Hispanic children in the United States. Statistics show that about 50 percent of Hispanics drop out of school before completing high school. Among those at very high risk of failure are Mexican American children of migrant agricultural workers. It is not uncommon for these children with limited English proficiency to drop out of school even before entering high school. Grade retention because of low academic achievement often begins with kindergarten and is repeated regularly through the school years. This pattern of failure too frequently triggers very early drop-out. A crucial turning point is the fifth grade, the last year of elementary school before students are promoted to the next level, the middle school, and then on to senior high school. In this paper we examine that critical year by looking closely at the educational context for very high risk Hispanic children.

We present findings from an ethnographic study of a fifth-grade class of migrant Mexican American children in rural South Texas. For this study, ethnography is defined as a portrait of a culture (Chilcott 1987). Here it is the portrait of a class of bilingual minority children growing up in a community of migrant workers. It examines how, during the course of one academic year, the 22 Spanish/English bilingual children in this class moved from a high 'at risk of failure' category to that of students empowered to succeed at school.

The academic success of these children relates directly to changes in the educational context called for in a framework of school - community intervention proposed by Cummins (1986). In his framework for analyzing minority children's academic failure and offering plans for intervention, Cummins argues that empowering students for school success is contingent upon significant alterations in relationships among educators, communities, and minority students. Specifically, he examines the societal and educational contexts which trigger failure or promote success for minority groups. The framework assigns a central role to three sets of interactions: (1) the intergroup power and status relations between minority and majority groups of the society, (2) relationships between the school and minority community, (3) classroom interactions between teachers and minority students. The central tenet of Cummins' framework is that minority students such as Mexican American migrant children in a society dominated by majority Anglo American norms can be empowered or disabled as a direct result of the interactions that occur at school. This is much the same thesis that Cazden (1986) maintains in citing barriers to excellence and equity for minority children. Cazden makes note of reductionist conceptions of language teaching, cultural differences between teacher expectations and child socialization, and inadequate communication between the school community and home.

In analyzing the educational context, Cummins identifies four structural elements that contribute to empowering or disabling minority students: (1) incorporation of minority students' culture and language, (2) participation of minority communities in the education of their children, (3) pedagogical assumptions and practice, (4) the role of assessment. We address each of these elements as they apply to the migrant bilingual children in this study at the beginning and at the end Grade 5, their last year at the elementary school level.

PORTRAIT OF AN ACADEMICALLY DISABLED CLASS

Ranging in age from 10 to 16, 22 bilingual migrant children entered fifth grade basically as a group of academic failures. Low academic achievement had resulted in the majority of the class being retained at various grade levels, beginning with kindergarten. Classified as limited English proficient (LEP) children, they preferred to use the language of the home, a regional dialect of Spanish, with one another. English was reserved for school use.

Children of Mexican American farm laborers in an isolated rural area of South Texas near the border with Mexico, their academic self-concept as a group was so low that each perceived learning as an assortment of impossible tasks. Moreover, they had actually come to believe that they were the source of their problems. In part, this began with the language and culture they brought to school from their

homes. Illiterate parents who wanted their children to be educated but were intimidated by the school context were not in a position to help. Instead, these children developed negative attitudes towards their home language and culture in spite of several years of transitional bilingual schooling. Poorly implemented programs by educators who believed in exiting bilingual children as quickly as possible into mainstream English only schooling left these children unable to read and write in either their first language, Spanish, or their second language, English. By the fifth grade they were becoming subtractive bilinguals with English supplanting the use of Spanish in the school context.

When we met these children at the beginning of the fifth grade, they were academic failures looking forward to dropping out of school to follow the path of the migrant farm laborer, like their parents. Not one of the 22 children had goals or aspirations beyond a future in the fields. Their expectations matched those that their parents and teachers had for them. For many, the fifth grade was expected to mark the end of formal schooling. They did not plan to go on to middle school or senior high school.

As we examined the pedagogical approaches used with these children in their previous years of schooling, we became aware that they had had little opportunity to read and write. Products of a transmission model of teaching, to use Cummins' (1986) categorization, they had

only a passive engagement with school. The model of teaching they knew required little interaction - with the teacher, with one another, with the texts. Drills and exercises filled the day. Focus on isolated sets of skills dullened any enthusiasm for learning. In effect, the crucial discourse interactions for learning, talking and writing, were generally missing. The end result was that these children were basically illiterate. The eight best students were reading at the second grade level; all the others were are at a kindergarten primer or first grade reading level.

Within Cummins' framework, these migrant bilingual children were disabled academically in terms of each of the four elements he identifies: cultural/linguistic incorporation, pedagogy, community participation, and assessment. We will briefly summarize each of these elements in terms of their disablings effects on these children. From there, we will consider changes which occurred in this fifth grade classroom to empower them for success.

Empowerment Through Home Language and Culture

The educational process these migrant children had experienced de-valued their home language and culture. The strong emphasis on the development of English sent them a message that their Spanish from home was not 'good'. The advantages of learning English so far outweighed use of Spanish that the children developed negative cultural and linguistic attitudes about home, about their language,

about themselves. The school's emphasis on English created even further alienation between home and school.

The fifth grade teacher, one of the investigators in this study, met this class of potential failures with challenges to their attitudes. He soon made clear a new set of expectations. These children could be successful. First, however, supportive and encouraging relationships needed to be established with the teacher. One starting point was to demonstrate the value he placed on the children's home language and culture. A fluent Spanish speaker with his own bicultural-bilingual family, he used Spanish with his class, code-switching when appropriate. Gradually, attitudes changed. Being bilingual was no longer something to deny. Rather, being able to interact in Spanish with the teacher took on a value that gradually brought the home language and culture into school with a sense of pride.

Empowerment Through Interactionist Teaching

The pedagogical approach used from the earliest years of schooling failed to meet the needs of these high risk children. In many instances they had received intensive instruction which Cummins (1984) and others point out induces a form of 'learned helplessness'. Constant correction of errors of all types - in reading lessons, in writing exercises, and in the content area lessons - built up walls of fear and resistance to learning. For these children, teachers were the absolute authority for transmitting knowledge. In the

transmission model of teaching, the teacher is the center of instruction, initiating and controlling the interactions. This instructional dependence was evident in the frequency with which the children sought the approval of the teacher while carrying out any type of task. They were unable to work creatively, either independently or in small groups. This model also emphasizes correctness of response at all times. The disabling effect is very apparent when Larry wrote his new teacher:

> Well I can't not spell right. That's what's bother me about writing.

The challenge to overcome these disabling practices was indeed a strong one. Clearly, re-teaching was not the answer. Change could only come with fundamental reversals in the pedagogical approach. That approach had to be one which would develop literacy as efficiently and effectively as possible. Little learning could take place before these children could read or write.

Using a reciprocal interaction model for teaching, with its pivotal notion that talking and writing are the means to learning (Cummins 1986), the teacher began to engage in genuine dialogue with the students in both group and individual interactions.

Breaking Barriers.

Two major techniques were used very early in the year to help break through the resistance to learning that years of failure had produced: story telling and dialogue journal writing.

Introduction of a daily story hour in which the teacher read aloud stories interesting and relevant to children of this age and cultural background provided contexts for talking with one another. Reading stories to children builds upon the students' experiences and widens their view of the world as well. Discussions contributed to the build-up of schema important for future learning. Many students had limited experience of being read to and had no knowledge of the schema of different types of textual material. They were unfamiliar with the way that stories are constructed or with the organization and textual patterns of narratives and different school content areas (Horowitz 1985).

Reading to children demonstrated, in Smith's (1981) terms, the importance of an activity for their own life. It is here that learning occurs. Reading to the children daily and then, later, allocating time within the school day for students and the teacher to read silently demonstrated that reading is a viable and joyful activity. As the year progressed and as students gained ability to

read, they wanted to read stories on their own, vying with one another to borrow books for weekend reading.

Reading stories and talking about them with the class led very early in the year to written interactions through the use of dialogue journals. Daily entries by both students and teacher gradually established a strong degree of trust. The dialogue journal facilitated attitudinal changes about school. Through their attempts to write about themselves and to read their teacher's responses, the children discovered a growing sense of self-worth. Journal writing served to break through some of the disabling barriers built up over the years.

Dialogue journals (Hayes, Bahruth, Kessler 1986) provide a vehicle for students to carry on a private written conversation with their teacher. The dialogue journal used here involved the teacher in a daily written conversation with each of the 22 children in his class. This private, written discourse interaction between teacher and student serves a number of crucial purposes. It takes the teacher into the writing activity, giving a demonstration of narrative writing. The teacher's responses to the student's writing in turn provide a daily reading lesson, highly personalized, relevant, and meaningful to the learner. Key perhaps to the ultimate success of the dialogue journal in facilitating the development of reading and writing was the gradual willingness to take risks. Unlike in past

experiences with writing, the children discovered that the teacher had put away the red pen for marking errors of any type. Instead, he wrote personalized entries responding to the children's writing. Crucially, students began to engage in meaningful language use and to seek further opportunities to talk and write. The dialogue journal contributed to significant alterations in the teacher/student relationships unlike any these children had ever experienced.

After several weeks of dialogue journal exchanges, the teacher asked the children to make a book of their written conversations, complete with a laminated cover designed in any way they wished. The process was repeated a few weeks later. The role of the dialogue journal in breaking through negative affective barriers to school, to reading and writing, to relationships with the teacher is perhaps most dramatically reflected in the two cover designs created by Larry. His first cover, Figure 1, is highly tentative with small figures, faintly drawn, and little color (Hayes, Bahruth & Kessler, 1986, p.4).

SEE APPENDIX - FIGURE 1

Larry had been terrified about writing. At first, he simply handed in a blank piece of paper on which the teacher wrote back, "How can I answer you if you don't write to me?" The next day's response

triggered a few remarks about liking math and drawing pictures but trailed off very quickly. It was only after Larry explained about his problem with spelling as his block to writing that the barriers broke down. After being reassured that it was all right to make errors, Larry's entries lengthened markedly. He had much to write about. The second cover, Figure 2, in contrast to the first, is bold in design and color (Hayes et al, 1986, p.4).

SEE APPENDIX - FIGURE 2

This cover reflects Larry's enthusiasm for carrying on these private written dialogues with his teacher. It expresses what he wrote to his teacher in one of the entries in this volume:

> I like riding more in my journal Because we can talk together & you can now abaute my life & I can now abaute your life

In summary, the dialogue journals met the following goals. Journals: (1) conveyed the importance of writing, (2) developed fluency, (3) showed that errors are integral to the learning process. In addition, journal writing: (1) provided genuine communicative exchanges, (2) provided a sense of audience, (3) provided a daily reading lesson, (4) addressed individual needs, (5) developed a positive self-image for the children, (6) developed a sense of success (Hayes, Bahruth & Kessler, in press). Dialogue journal writing broke through the

barriers of failure. For the first time, these high risk children were discovering the joy of reading, writing, and learning.

Authors and Learners at Work.

Britton and his colleagues (1975) have identified three major categories of writing: expressive, poetic or literary, and transactional. The dialogue journal exemplifies expressive writing with its emphasis on personal feelings, concerns, and interests. In serving to break through the barriers put up by years of failure, dialogue journal writing paved the way for the children to become authors of poetic or literary writing. Later, they engaged in transactional or informational writing as part of content area instruction. Much of this writing was done in the context of publishing a series of class books - twenty-one books by the end of the academic year.

For each book, the teacher and children discussed themes. Students were quick to offer topics. Once a theme was selected, further discussion took place about the kinds of information that would go into the essays for that book. One of the first volumes published was a collection of love letters to mothers and fathers. Other early ones in poetic or literary writing were "Autumn Leaves" and "Everything You Always Wanted to Know About Aliens...but Were Afraid To Ask," a book about creatures in outer space. For these and all other books published, everyone prepared a first draft. The teacher too joined in

the process for as Graves (1983) stresses, the writing teacher, like the pottery teacher, must practice the craft alongside the students. First drafts were read aloud in small groups of approximately six students. Suggestions for revisions made by the group were then incorporated into the next draft. Quickly, these newly developing authors learned that all good writers produce multiple drafts of their work and that all, even the last draft, are subject to further revision, reorganization, or restatement as they create meaning (Calkins 1986). As Huddleson (1986) and others have observed, second language learners develop as writers as they interact with readers of their writing. Furthermore, there is some evidence that peer readers exert stronger influences on each other's writing than adults do. Most often, the third draft of the young authors went on to be edited.

For the editing process, an editing team reviewed the mechanics of writing, helping with spelling, punctuation, capitalization. This team also assisted with formatting each paper. Other responsibilities of the editing team included organizing the volume, providing a cover, a table of contents, a dedication and title page, and providing a bibliography if needed. There was one editing team per volume. Publication of twenty-one volumes during the year gave all students ample editing opportunities. Figure 3, taken from one of the books published in the spring, gives a typical introductory page citing previous class publications.

SEE APPENDIX - FIGURE 3

By mid-year the class was writing and publishing books dealing with the content areas. Working collaboratively with one another, they designed and developed projects in science, social studies, creative writing, and language arts. For example, "Small Wonders and Magic Machines", a collection of science reports, was followed later by another, "Mother Nature's Tiny Wonders." Science reports demonstrated the integration of language and cognitive reasoning. For example, the following report given in Figure 4 on using a magnifying glass shows the ability to make scientific observations and draw appropriate conclusions even though the language for expressing these cognitive operations is still developmental.

SEE APPENDIX - FIGURE 4

The format for writing science reports was carefully followed, giving all the required information for materials, procedures, findings and conclusions.

The social sciences included "International Alphabet Soup" and "Uncle Sam's Biography". Among titles in the language arts publications were "Abecedario" (an alphabet book) and "The What Did U Say? Handbook of

Idioms". By the end of the school year in May, the set of twenty-one books covered the full range of writing categories: expressive, poetic or literary, informational. As each new book was prepared, marked development in writing became increasingly apparent. The full set of publications provided a record of progress made during the year. Students experienced a sense of achievement. Figures 5 and 6 illustrate the pattern of change observed for almost all of the 22 children. Figure 5 is a sample of Irma's writing early in the year. Her writing reflects minimal fluency and excessive use of coordination, a frequent characteristic of early writing stages.

SEE APPENDIX - FIGURE 5

In striking contrast, Irma's writing at the end of the year shows considerable maturity. She clearly enjoys the topic of writing about make believe animals for her contribution in "Make Believe Bestiary" as evidenced in Figure 6.

SEE APPENDIX - FIGURE 6

Irma still has problems with English structure, but she has progressed extensively in fluency and the ability to communicate to her audience ideas that are important to her about make-believe

animals. In this essay she wrote about an imaginary 'ducish', part duck and fish, as well as a 'dorse', part dog and horse. This creative play with language also illustrates the increasingly sophisticated grammatical structures she is using. The progress from November to May demonstrated in Figures 5 and 6 shows development in grammatical complexity, accuracy, and fluency. During the year, Irma also gained confidence in her ability to write - and she enjoyed the effects of writing to an English language audience.

Along with learning to write, Irma also learned to read. She started Grade 5 at the primer (kindergarten) level; she ended the year at the Grade 3+ level. Irma's progress in one academic year was typical for most of the class. More importantly, Irma and the other students discovered the joy of authoring and the wonder of learning through reading and writing. In so doing, Irma and her classmates gradually became empowered for school success.

Empowerment Through Community Participation

One contributing factor in the disabling of these fifth-graders was the fact that the migrant parents were themselves generally illiterate. Additionally, educators did not value the regional variety of Spanish that the children used with their parents and friends. Parents were aware of this. The effect of language, illiteracy, and impoverished socio-economic conditions left parents very much intimidated by the school setting. They wanted an education

for their children, but saw no way in which they could be directly involved.

The turning point came with the literacy development of their children. Early in the year, the class became 'hooked on books' and looked forward to Fridays when the teacher introduced four or five new books by discussing the title, author, dedication page, and then reading a few pages aloud. At a high point of interest he closed the book, asking if anyone wanted to take it home for the weekend. Enthusiasm always remained very high. Books assumed new meaning and became highly valued (Hayes & Bahruth 1985). A book to take home over the weekend, or sometimes even to keep, was also a reward for good work during the week. Children prized these books. Even more, they prized the books they themselves had published. These books also went home on a rotating basis. The children shared their joy of authoring, of reading, of learning with their parents. They read to their parents. And parents became increasingly involved in the process.

Larry's dialogue journal entries tell of his enthusiasm about taking books home and reading to his parents:

> I'm Reading the new book's you braut and I like them and I'm going to take one home so I can read on to my Dad and mom. ...(next entry) I read two books of spanich my mom help me to understandem

Parental encouragement supported further efforts to succeed. Past failures gave way to new successes for both children and parents. Quietly and unobtrusively, parents became included in their children's education.

Presentation of the class publications before the School Board challenged attitudes about these children long viewed as failures. All who examined the publications recognized the achievement of this fifth grade class.The written evidence and the end-of-year school district assessment results contributed to changed expectations from educators, parents, and community leaders. These children could be successful.

Empowerment Through Assessment

The state-mandated assessment process requires a battery of achievement tests each year. For migrant bilingual children such tests normed against an entirely different type of population are basically inappropriate. The consistently low scores supported the educational community's position that these children had 'learning disabilities' and could not be expected to succeed at school.

Marking bilingual children from low socio-economic backgrounds as 'learning disabled' is not uncommon. As Ortiz & Yates (1983) cite, Hispanic students in Texas are overrepresented by a factor of 300 percent in the 'learning disabilities' category. Learning disability

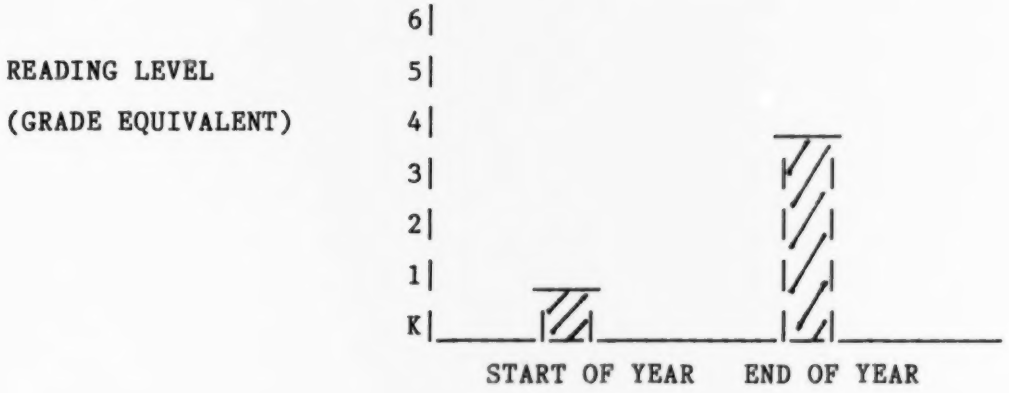
is widely confused with not knowing a language well. A learning disability is one thing; a lack of development of English language and literacy is another. Failure to account for language and culture variations in student populations continues to be a widespread problem in assessment. It clearly was a problem in prior assessments of this class for whom low scores on achievement tests had supported extensive grade retention.

In Cummins' (1986) terms, assessment legitimized the disabling of these minority children. As a result, school officials did not critically examine the type of school program offered to them from their earliest years. They did not address the subtractive nature of the program that diminished the home language and culture. Nor did they scrutinize causes for the exclusion of parents in the schooling process. Moreover, the transmission model of teaching that allows students to remain passive to the point of illiteracy went unchallenged.

The children in this study became actively engaged in schooling for the first time when they entered Grade 5. Here they encountered an educational context unlike all previous years. The teacher challenged the meaning of low achievement scores. He challenged a teaching model that fostered the disabling of minority children. Instead, he saw a group of potentially bright bilingual children who needed help. He used assessment to measure the success, rather than failure, of these

migrant bilingual children in learning to read. Figure 7 summarizes scores on a standardized Initial Reading Inventory administered at the start of the academic year and again at the end. Scores are given in grade-level equivalents.

Figure 7. Summary of Scores on Initial Reading Inventory (N=22)



At the beginning of the school year, the class average was at the Grade 1 reading level. By the end of the year, the average was at the Grade 4 level. As a group, these migrant children who started Grade 5 basically illiterate had gained three years. Although they were still below grade level, their achievement during one year empowered them for further success. They all knew how to read and write, some better than others. In fact, 6 of the 22 actually were reading at grade level. One child was at the Grade 7 level. Assessment findings of this kind are empowering. Gains of this magnitude can set forth conditions for future success.

Portrait of Children Empowered for Success

At the beginning of the year, the future for these migrant children looked much like the life they saw in their own homes. It held work

in the peanut fields, the potato fields, the onion fields, the pickle fields or wherever such jobs were available. Patricia's description of "My Big Family" in many ways matched that of her classmates when she wrote:

> They speak Spanish. They don't know how to talk in English. ...they don't have a lot of money and there is a lot of dirt and they also don't have a lot of clothes and shoes.

Inability to function in English, poverty, and little education were the expected facts of life until these fifth-graders learned to read and write. As they discovered the value of talking and writing together in an atmosphere of support and encouragment, the children gained greater control over their learning. Their world widened.

Perhaps the strongest evidence for empowerment of these migrant bilingual children rests in one of the last books published as a class. "Great Expectations" documents the dramatically changed expectations they had of themselves. In the pages of this book, they write "I want to be a doctor...a lawyer...a nurse...a librarian...a scientist...an animal doctor...a news reporter...an artist...a ballet dancer...a teacher", always with the recognition that college and further schooling would be necessary.

Gilbert, who started the year as a non-reader and ended reading at the third grade level, grasped what becoming literate could mean when he wrote about becoming a scientist.

> When I grow up I would want to be a scientist. I want to work with test tubes and mix thing...and maybe someday I will discover a fluid for a skate board and I will be famous

Norma, like Gilbert, made the same academic progress. Her success in fifth grade gave her the dream of becoming a teacher. In "Great Expectations", Norma wrote:

> When I grow up I want to be a teacher because is beautiful for me & I want to go to the college. I like to be a teacher because I like to take care of children. All kind of children & I like math. I like to read...I want to be someone special in the world. I want to be a bilingual teacher.

Gilbert, Norma and the others still had a distance to go to fully succeed at school. But one year had radically changed their perceptions of themselves. They had become empowered to dream of continuing in school, of going on to college, of becoming someone special. And they valued being bilingual.

The children in this rural South Texas agricultural community, sons and daughters of migrant workers, had discovered how to incorporate their linguistic and cultural heritage in the world of school. They

became excited about taking part in the interactions for learning. They had demonstrated their achievements to their parents and won their support and encouragement. For the first time in many years of schooling they knew success. They had made eductional leaders in the community take notice and look upon them with new respect. They had jumped over years of academic failure. And they were eager to move on to the middle school. Continued schooling had a role to play in "becoming someone special in the world."

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Journal

Larry Rex

APPENDIX

Figure 1

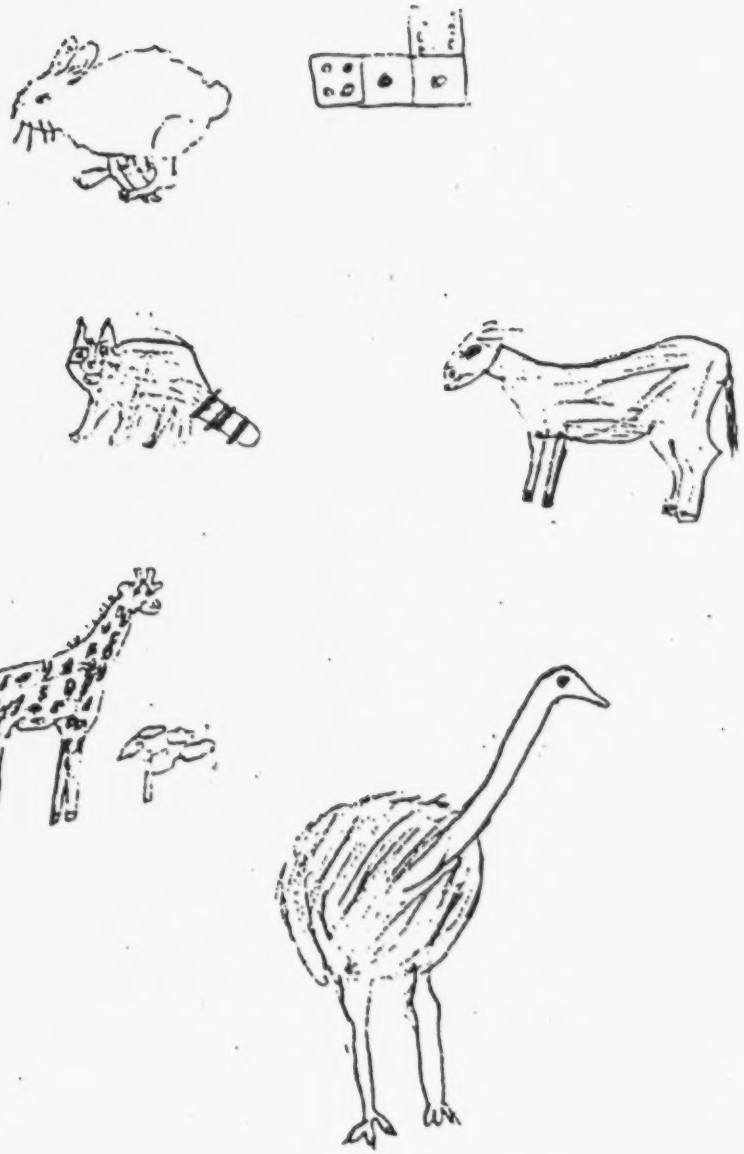

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Figure 2

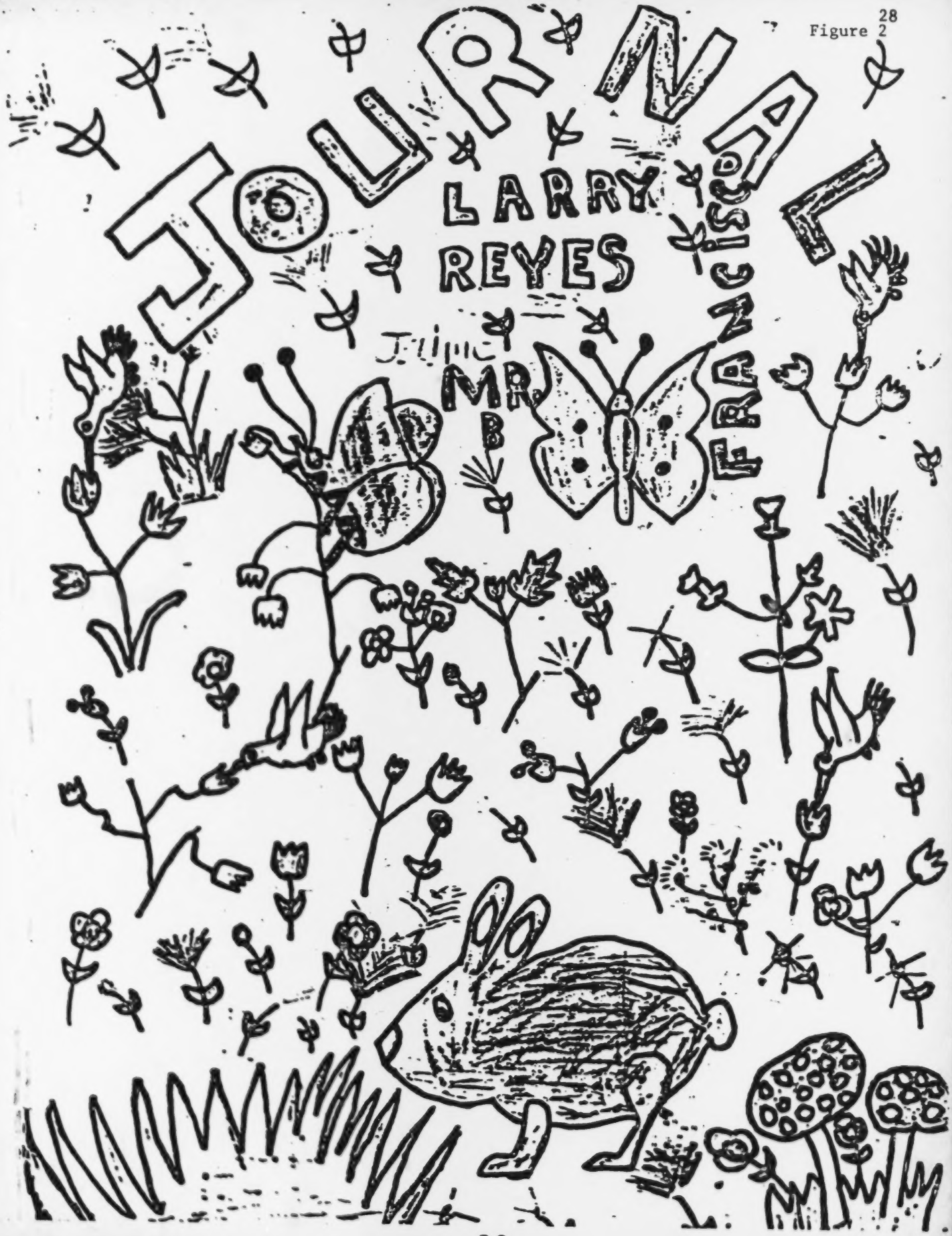

Figure 3

Dreamland
by Mr. Bahruth's 5th Grade Class

Other books in print by the same authors:

Abecedario
Limited Edition
Love Letters
Autumn Leaves
The I Dare You Cookbook of Weird Recipes
Everything you Always Wanted to Know About Aliens...
...but were afraid to ask.
Our Favorites
International Alphabet Soup
Small Wonders and Magic Machines (Science Reports)
Uncle Sam's Biography
Great Expectations
Mother Nature's Tiny Wonders (Science Reports)
The NEW Improved I Dare You Cookbook of Weird Recipes
Conversation Pieces
The ABC Bestiary
Make-Believe Bestiary
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Autobiographies of Not Yet Famous People
Our Outing

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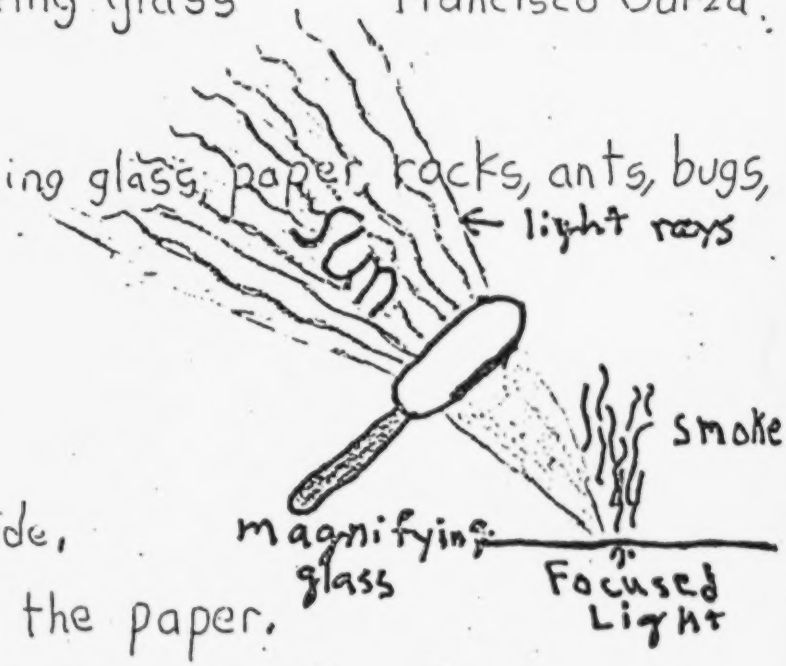
Figure 4

DATE: 2\8\84 SCIENCE REPORT: Name: Larry R.
Francisco Garza.

Title: Magnifying glass



MATERIALS: Magnifying glass, paper, rocks, ants, bugs, sunlight.

PROCEDURE:

1) First we went outside.
2) We drew a circle on the paper.
3) We burn paper with the magnifying Glass.
4) We putted the tatle.
5) We putted the heading.
6) We burned a ant with the magnifying glass.

RESULTS:

We found out that we could burn paper and bugs and some other things with the magnifying glass.

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The Little Girl Who Loved Her Rabbit

Well My little sister is angry. Because she said not to touch her rabbit. And then when I came back she was crying. And then I said to My Mother and Father and my big sister that I was taking the rabbit to school. Tell My little sister. Because she was very in love with her rabbit.

by dana perez

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Figure 6

MY FAVORITE BOOK

BY Irma "Hilda" Perez

My book favorite is make belive animals because is a funny book. I like this book because Whe you see this book is time to laught. When you see this book you can see two or three parts of differents animals. I do a page of a funny animal. The name of the animal is Ducish and this name of this two names is duck and fish I put the body like a duck but the different is the tail because the tail is like the fish. The ducish live on the water, on the forest and the Ducish can be a pet too. The ducish east insects, flower seeds, and all the kind of food. All the animals of this book is funny. But Do you think this stories is false or ture? What do you think? These animals like the Ducish but this is for different animals. These animals is dog and horse with this two names. I da an one name and this name is dorse. This is another funny animal because the dorse has his body like the dog and the head like the horse. The dorse live on the forest and the dorse can be a pet too. The dorse eats hay and all foods too.

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